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ABSTRACT

This self-instructional workbook, used at the University of Alberta, is designed to teach basic research skills for locating and using library resources in the field of education. Following a brief statement of purpose, the second section discusses information needs and the library. Term paper research is addressed in the third section, which covers defining the topic, finding background information using reference sources, finding books using the online catalog, finding periodicals using indexes, finding research reports using ERIC/Resources in Education, and compiling a bibliography. The next section discusses research for developing lesson plans--choosing a topic and using the Alberta Program of Studies, curriculum guides, Buyers Guide, and other resources. In the fifth section, topics related to borrowing library materials are considered--loan periods, fines, reserves/recalls/searches, reserve room, and items-on-loan microfiche. Questions for an assignment to be turned in for grading after the student has completed the workbook are included in appropriate places in the text. Library floor plans, a workbook evaluation form, and answer keys are included. (MES)

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EDUCATION PRACTICUM 251

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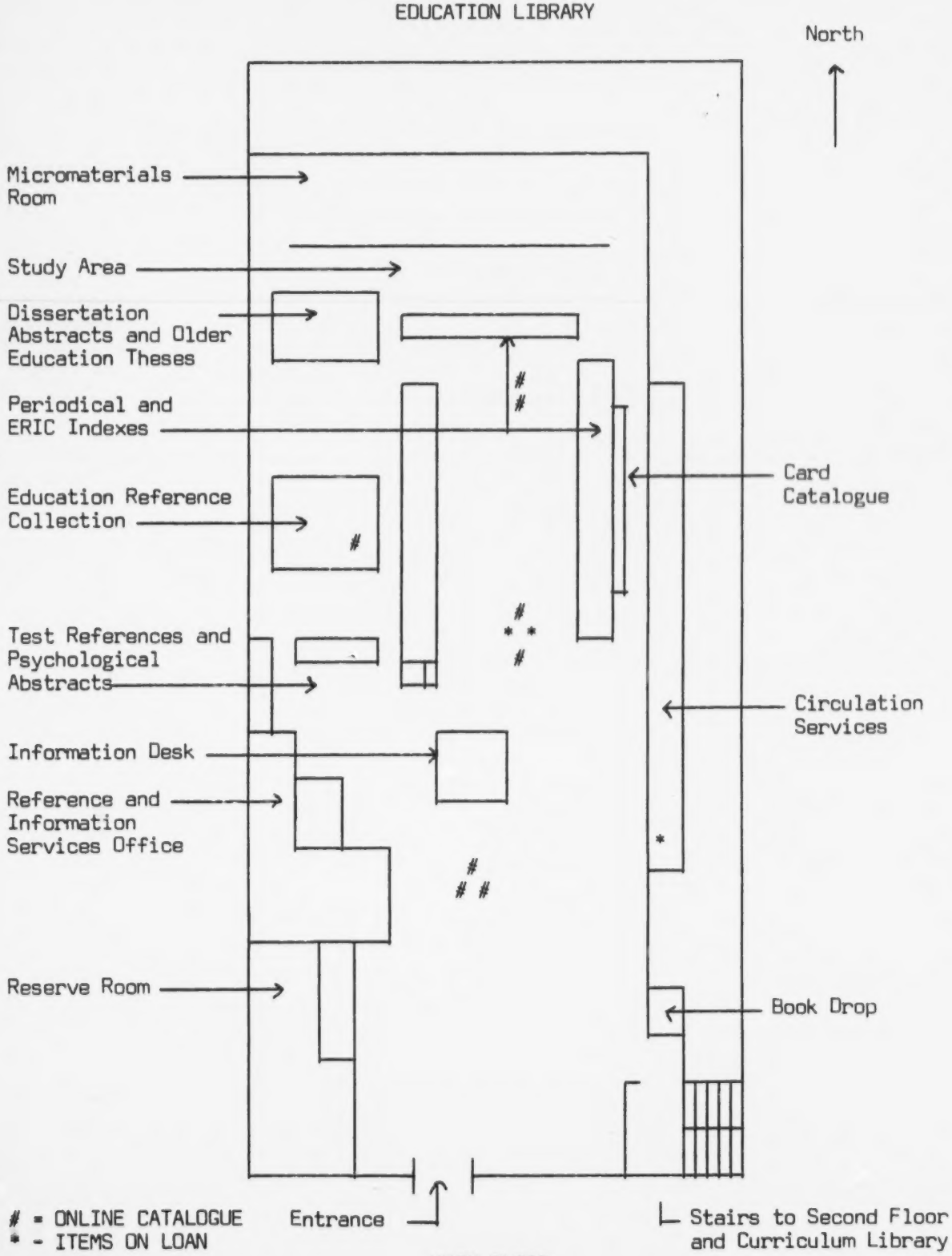

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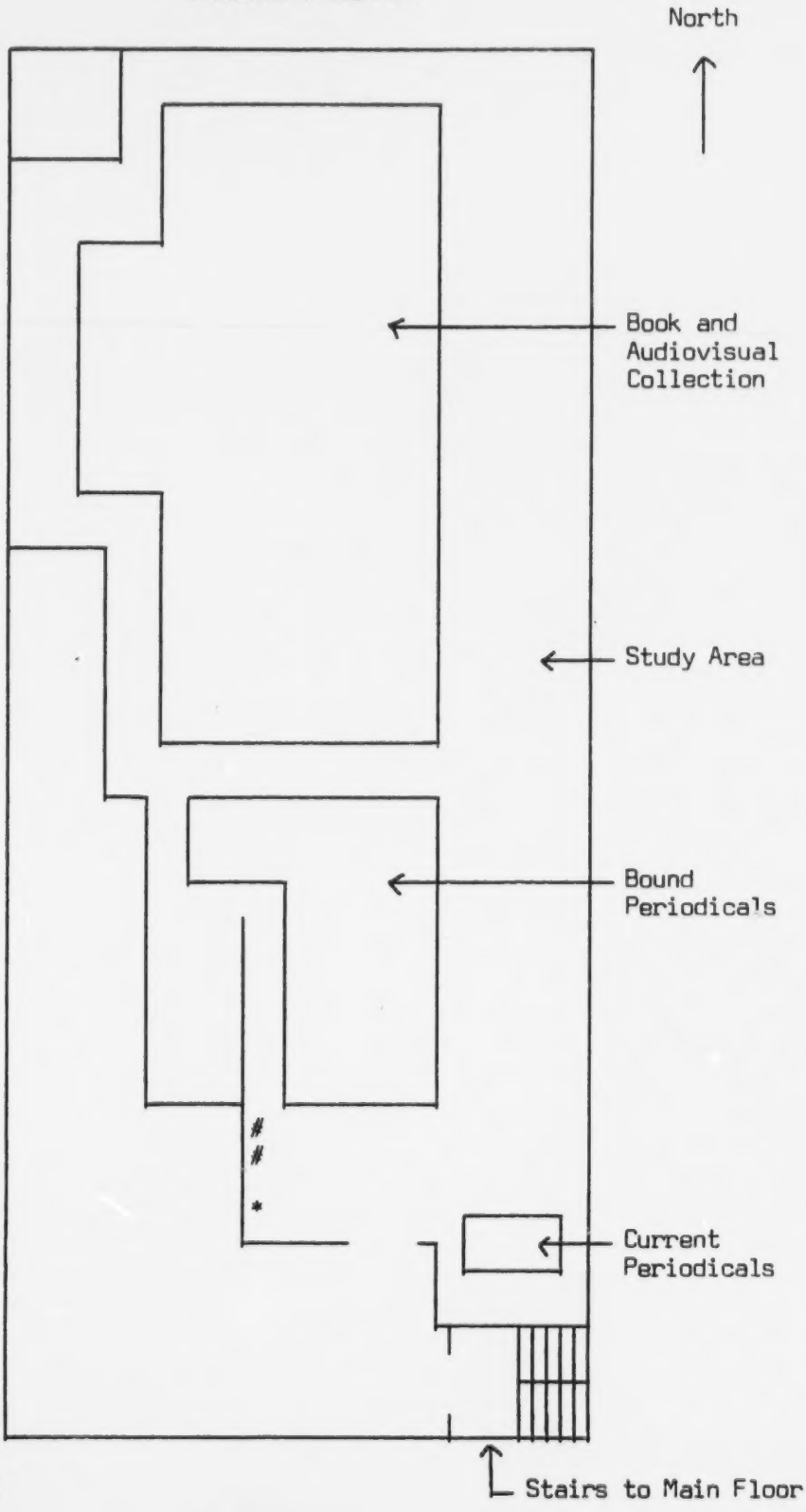

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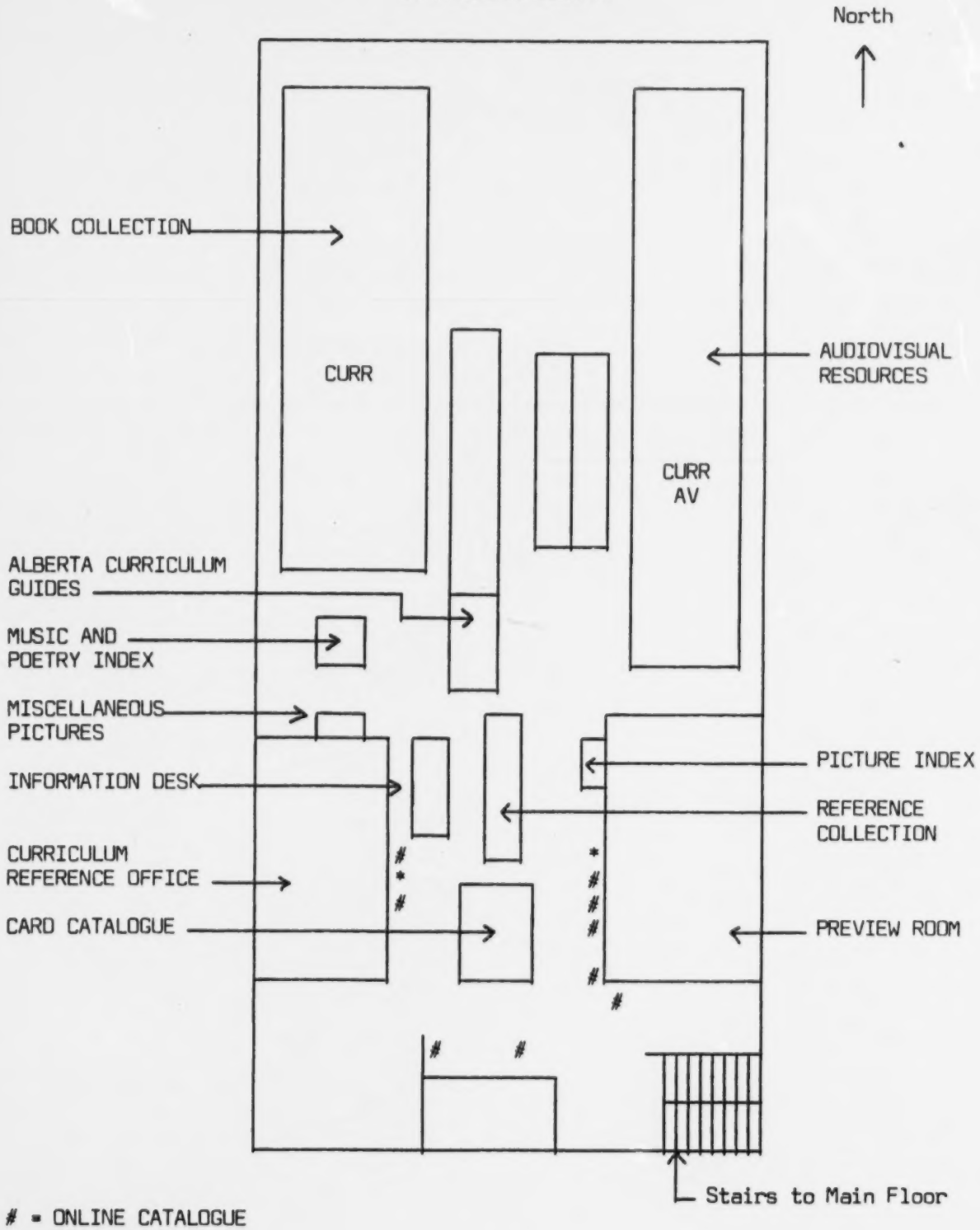

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BASEMENT

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I. STATEMENT OF PURPOSE

This workbook is designed to teach you basic research skills in locating and using library resources in the field of education.

Research is often a time consuming activity but it need not be frustrating if you approach the research task in a pre-planned manner. This is known as developing a research strategy.

The workbook demonstrates a basic research strategy that can be used for most education topics. By reading and working through it you will become familiar with the resources of the Herbert T. Coutts Library and will improve your ability to locate library resources on specific topics. The workbook incorporates an assignment that you must complete as part of the Ed Practicum 251 requirement. It will be marked and returned to you. A mark of 75% must be obtained on your workbook assignment in order to obtain credit in this portion of Ed Practicum 251. If you do not obtain the passing mark you will be able to attend a make-up session for credit.

Although the workbook is intended to be self instructional, you will almost certainly have questions. It is expected that you will ask for help at the Information Desks in the Education (Main Floor) and Curriculum (Basement) Libraries.

You have two weeks from the date it is handed out to complete your workbook. Please hand it in to your Ed Practicum instructor (not a member of library staff) when it is completed.

II. INFORMATION NEEDS AND THE LIBRARY

As an education student (and teacher) you will have many different kinds of information needs.

You may want to research the theory and practice of teaching a specific group or the use of a particular teaching methodology. Education students often do term papers on topics such as these. You may need suggestions for developing a lesson plan or need a list of learning resources that could be used to help teach a particular subject in the classroom. Education students generally do this kind of research when they are preparing for student teaching. Whatever your particular information need, you will find that the library is a good place to start.

The Herbert T. Coutts Library is the library of the Faculty of Education. It consists of two libraries in one.

On the **main** and **second** floors of the Herbert T. Coutts Library you will find the **Education Library.** The Education Library has a collection of books, periodicals and audio-visual materials dealing with the theory and practice of education. It also contains collections of research reports, theses and reference materials in the field of education. You will use the Education Library when you are doing research for term paper topics.

The **Curriculum Library** is located in the **basement** of the Herbert T. Coutts Library. The Curriculum Library consists of books and audio-visual materials that can be used in the classroom to support kindergarten to grade twelve instructional programs in Alberta schools. This is the Library that you will use when you are doing research to develop a lesson plan or compile a list of learning resources.

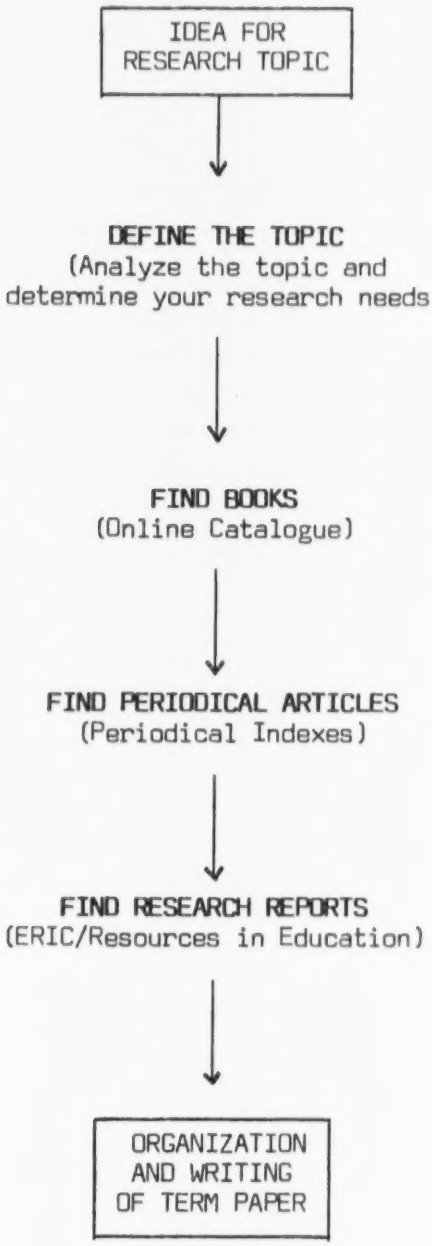
Materials from both the Education and Curriculum collections can be borrowed from the **Circulation Desk** on the **main** floor of the Herbert T. Coutts Library.

The Herbert T. Coutts Library is part of the larger University of Alberta Library system. Other major libraries on campus include the Rutherford and Cameron Libraries. If you are taking courses in other faculties or if you have information needs that extend to the sciences, humanities and social sciences you will want to become familiar with the larger Library System.

***** NOTE THE FLOOR PLANS OF THE HERBERT T. COUTTS LIBRARY LOCATED ON THE BLUE SHEETS AT THE FRONT OF YOUR WORKBOOK.

III. TERM PAPER RESEARCH

A. Research Strategy Overview : **Schematic Diagram**



B. Defining The Topic

To demonstrate a strategy for finding research material for a term paper we will use the following topic as an example:

TOPIC: The role of computers in the educational process has become a matter of debate for educators, parents and administrators. What uses can be made of computers? What are the benefits and limitations of their usage? Support your arguments.

Before you begin your library research, you will need to survey the topic, divide it into subtopics and define the scope of your research. For example, the above topic is about:

- the role of computers in education including perhaps a discussion of specific techniques such as computer-assisted instruction (CAI).

- the benefits and limitations of computers in education for:
  students
  educators
  parents
  administrators

You might also consider whether or not to focus your discussion of computers in education on:

- a particular level of schooling, elementary, secondary, etc.

- a specific curricular area, language arts, mathematics, etc.

Based upon your analysis of the research topic you must next determine your research needs:

- decide how much information is needed

- decide how scholarly and/or current the information must be

- determine the possible forms of the information

In researching our sample topic, we will

1. Look for background information using the resources of the Education Reference collection.

2. Look for books using the Online Catalogue.

3. Look for current periodical articles using various periodical indexes.

4. Look for research reports using the index ERIC/Resources in Education.

C. Finding Background Information : **Education Reference Collection**

On the main floor of the Education Library (near the Education Reference Desk) are three rows of book shelves containing the Education Reference Collection. This is a collection of works which may be quickly consulted for facts. Examples are: general and specialized dictionaries, encyclopedias, directories, handbooks, style manuals and statistical yearbooks that are of use to educators. For a definition of the term "mainstreaming" you might consult the Dictionary of Special Education (LC 4007 P22 1977 EDUC RF). The address of a particular school board in Canada would be found in the Canadian Education Association Handbook (LB 2803.2 C2 C2121 1986 EDUC RF). To make them available at all times the works in the reference collection do not go out on loan.

You may find that some of the terminology associated with our sample research topic is unfamiliar to you. A dictionary or handbook that defines computer terms would be useful. An example is Rosenberg's Dictionary of Computers, Data Processing and Telecommunications (QA 76.15 R82 1984 EDUC RF). This is also a good source for the specific terminology related to our sample research topic. For example, **computer-assisted instruction** or **CAI** is "a data-processing application in which a computing system is used to assist in the instruction of students. The application usually involves a dialog between the student and a computer program which informs the student of mistakes as they are made". Looking up unfamiliar terminology often gives you more leads to use when you start looking for books and periodical articles on the topic.

A reference book that presents an overview of the sample research topic would also be helpful. It would provide an introduction to the topic including: a clarification of issues, a brief description of arguments for and against, perhaps some examples of specific instances where an idea was tried and some references to the research literature on that topic.

1. **Look for an overview of our sample research topic in the Education Reference collection. Locate Volume 1 of the International Encyclopedia of Education (LB 15 I618 1985 V.2 EDUC RF). Turn to the entry for COMPUTER LITERACY on p. 937. What is Anderson's and Klassen's definition of computer literacy?**

_____

_____

Defining unfamiliar terminology and looking for an overview of the research topic is important because it also helps you to limit your topic to a manageable size and decide the focus you ultimately wish to take. How you choose to define the scope of your topic depends upon your purpose in writing the term paper, your personal interest in the research topic and your judgement of what is important.

In the following sections on finding books and journal articles, we have in some instances limited the scope of the sample research topic. For example: we will be looking for books specifically on computer managed instruction.

D. Finding Books : **Online Catalogue**

Traditionally, libraries used card catalogues to organize information about books and other library materials. Now computer catalogues such as the Online Catalogue are used to locate materials in the library.

The Online Catalogue looks like a microcomputer. Terminals are available in the library for students to use. With a little practice, the Online Catalogue is easy to master.

Materials acquired by the university libraries since 1974, as well as some older library materials, are listed in the Online Catalogue. In addition, the Online Catalogue lists periodical titles currently subscribed to by the university.

If you are looking for information in book or audiovisual form or for a periodical title, begin by using the Online Catalogue.

You can search the Online Catalogue by:

1. Authors, Editors, etc.
2. Title (or any significant word in the title)
3. Subject

To use the Online Catalogue, you should follow the instructions given on the lower portion of the screen. You will be instructed to type in line numbers (1, 2, 3, etc.), codes (t, i, e, etc.) or search terms (names of authors, titles, words in titles, subjects).

The best way to learn how to use the Online Catalogue is through practice and hands-on experience. In this assignment, you will have the chance to work through various examples using the Online Catalogue.

HELP in searching the Online Catalogue is available by pressing the **HELP** key on the terminal, by reading the printed aid located beside each terminal or by asking at any Information Desk.

Assuming that we have neither an author's name nor the title of a book to search for, we will do a SUBJECT search of the Online Catalogue for our sample research topic.

Locate an Online Catalogue (note locations of the Online Catalogue on the floor plans attached at the back of this workbook).

a) The top of the first screen should read:

UNIVERSITY OF ALBERTA LIBRARY
ONLINE PUBLIC ACCESS CATALOGUE

If it does not, press the START key.

This first screen lets you choose the method by which you want to search:
1) NAMES
2) TITLES or significant words in titles
3) SUBJECTS
To do a subject search we choose line number 3.

Type [3] and then [ENTER].

It is important to know that specific subject headings are used in subject searching. A listing of the Library of Congress Subject Headings (on microfiche) should be located near the Online Catalogue. You should consult the Library of Congress Subject Headings List when you are not sure of an appropriate subject heading to use to describe your research topic.

b) Type in the following subject heading, with spelling and spacing exactly as shown below. Capitalization does not matter.

computer managed instruction

Press [ENTER]

The next screen gives you 14 subject headings. If the computer finds an exact match to the subject heading you have typed it will appear at line number 2.

c) Type [2] and [ENTER]

You now see short information for various books: names of the authors, abbreviated titles and the date that the books were published.

Select one of the first 12 titles and type its line number. You will now see long, or complete, information about the book. Note the **call number** and **library location code** at the beginning of the long information. The **library location code** is an abbreviation of the name of the library in which the material is housed. Listings of library location codes and the libraries they represent are posted throughout the library.

2. **What is the call number?** _____

3. **In what library is the book located?** _____

4. **What is the title of the book?** _____

5. **Who is the author?** _____
(If no author is given, write "No Author".)

d) Type [k] and [ENTER] to see if the library has more than one copy of this book.

6. **How many copies are there?** _____

e) End your search by typing [e] and [ENTER]. If this does not bring you back to the beginning screen, type [e] and [ENTER] again.

NOTE: When certain codes are listed at the bottom of the Online Catalogue screen they allow you to perform various actions.

[t] new term allows you to type in a new search term

[i] new file allows you to choose the method by which you want to search: author, title or subject

[w] show file allows you to examine the author, title or subject display of terms

[s] short information lists brief information for a particular book or audiovisual item

These codes will not be listed on each screen of the Online Catalogue. Only when they appear can you use them.

An important aspect of research on any topic is to check for recent information in the periodical literature. The next section will show you the basic techniques for finding this kind of research material.

E. Finding Periodical Articles : **Periodicals and Periodical Indexes**

Periodicals are an important source of specific and current research information. Periodicals, sometimes referred to as journals or magazines, are published on a regular basis, often weekly or monthly, and contain articles on a variety of subjects.

To find an article on a particular subject, you must use a **periodical index.** Periodical indexes simply list together articles from many periodicals under subject headings. Most also list articles by author's name as well.

Some periodical indexes cover general interest topics, such as articles from news magazines, while others specialize by focussing on periodicals published for a certain profession or subject area, such as education or medicine.

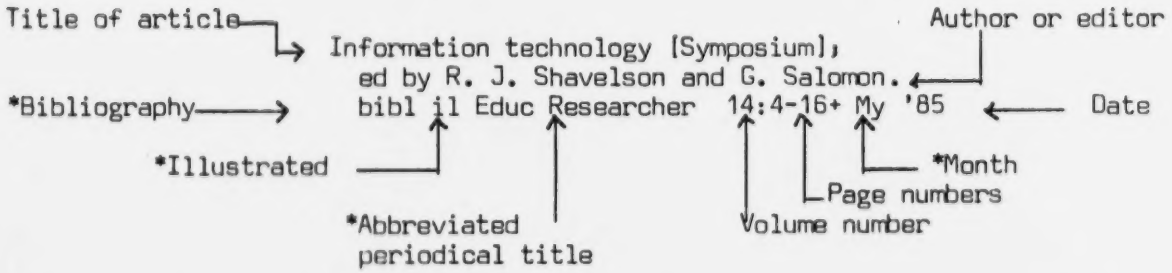
Most periodical indexes come out monthly and are cumulated at the end of each year. You can search for everything published on a subject in a variety of journals throughout an entire year by looking in a single index.

Although there are many periodical indexes, four will be of particular interest to education students and teachers: the Education Index, Canadian (and Alberta) Education Index, Current Index to Journals in Education, and Psychological Abstracts.

1. Education Index (L 7 Z9 E24 Education Reference - Index Tables)

The Education Index indexes approximately 300 periodicals covering all aspects of education. It consists of a subject and author index arranged in one alphabet. The use of subdivisions after the subject headings in this index helps to pinpoint particular aspects of each topic.

First look for the appropriate subject heading and then check for further subdivisions, if any, of the topic for the focus you require. For example, look in the Education Index for July 1985-June 1986 (L 7 Z9 E24 on the index tables). Given our sample research topic the subject heading **COMPUTERS** would be appropriate. Find the subdivision **EDUCATIONAL USE** and locate the following reference:



*Consult the list of abbreviations in the front of the Education Index to obtain complete information.

Now find the Education Index for July 1986-June 1987. Look under the subject heading **Mathematics - Computer aids** and locate the reference to an article which begins as follows...

The giant inch...

7. **What is the full title of the article?** _____

_____

8. **What is the complete title of the periodical in which the article was published?** _____

9. **What volume of the periodical is required?** _____

10. **What are the page numbers of the article?** _____

11. **When was this issue of the periodical published?** _____

_____

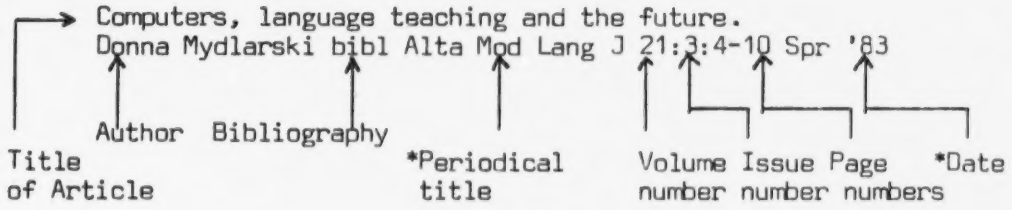
12. **Who is the author of the article?** _____

If you would like to read the entire article, simply look up the periodical title in the Online Catalogue, find its call number, and locate the issue you require in the periodical stacks on the second floor of the Education Library.

2. Canadian Education Index (Alberta Education Index) (L 11 Z9 C21 Education Reference - Index Tables)

The Canadian Education Index is a combined subject and author index to Canadian educational periodicals, pamphlets, books and reports covering all aspects of education. If you are looking for information about the use of computers in Canadian schools, the Canadian Education Index rather than the Education Index is the best source of periodical articles. It has a separate thesaurus of subject headings, Canadian Education Subject Headings, which can be consulted before searching a topic to ensure that you are using the correct term.

The Canadian Education Index also provides subdivisions under major subject headings to break down each subject into its various emphases. For example, look in the 1982-83 Canadian Education Index under the subject heading **Computer-assisted instruction** to find the following reference:



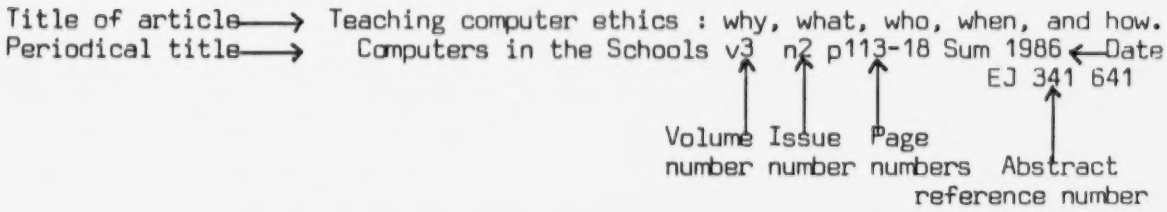
*Consult the list of Periodicals Scanned and Indexed and the Key to Abbreviations at the front of the Canadian Education Index to obtain full information on abbreviated terms.

The above article, since it is published in an Alberta education journal, can also be found under the same subject heading in the Alberta Education Index, (L 11 Z9 A33 - Education Reference - Index Tables) an excellent source for coverage of education in the province of Alberta. If you wish to read the full article, locate the call number of the periodical (Alberta Modern Language Journal) in the Online Catalogue and retrieve the issue from the periodical stacks.

3. Current Index to Journals in Education (CIJE) (L 11 C98 Education Reference - Index Tables)

The Current Index to Journals in Education (CIJE) is a periodical index that indexes over 700 educational journals. Each volume of the CIJE consists of three parts: a Subject Index, an Author Index, and a Main Entry Section. The Main Entry Section contains abstracts which are brief summaries of the articles indexed.

Look in the January-June 1987 volume of the CIJE. The Subject Index begins on page 561. Locate the subject heading **Computer Literacy**, and find the following reference:



Now look in the Main Entry Section in the front half of the index for the EJ 341 641 abstract number. If, after reading the abstract, you are interested in locating and reading the entire article, simply look up the call number for the periodical title, Computers in the Schools, in the Online Catalogue and retrieve the issue you require from the periodical stacks.

Used with the CIJE is the Thesaurus of ERIC Descriptors. The thesaurus helps you to locate appropriate descriptors or subject headings to use in the Index. Assume that you want to find specific information on the use of computers in teaching.

The Thesaurus of ERIC Descriptors is located on the index table next to CIJE. To find the correct subject heading for the topic look up the term **Computer aided instruction.**

13. **What does the note under this term tell you?**

_____

Now look under the correct descriptor. This is the descriptor or subject heading you should use to locate information on your topic. The abbreviation SN means "scope note", and provides a short definition of how the term is applied in the index. An explanation of the abbreviations SN, UF, BT, etc. begins on page xxi of the Thesaurus.

Next look in the SUBJECT INDEX portion of the July-Dec. 1987 volume of CIJE under the descriptor you found in the Thesaurus, and find the article dealing with use of computer guided practice with learning disabled children.

14. **What is the title of the periodical in which this article was published?** _____

15. **When was it published?** _____

16. **Write down the 6-digit EJ number at the lower right corner of the article citation.** _____

Look up this number in the MAIN ENTRY SECTION of CIJE. Read the abstract of the article.

17. **Name one area where children showed substantial improvement.**

_____

_____

The final step in looking for periodical articles is to check and see if the University of Alberta Libraries subscribe to the periodical that you need.

a) Find an **ONLINE CATALOGUE.**

b) Type the line number [2] to search titles and then press [ENTER].

c) Type in the **title of the periodical,** not the title of the article, that you found the reference to in the Current Index to Journals in Education (CIJE). Make sure it is spelled correctly and that there are spaces between each word in the title. You needn't worry about capitalization or punctuation.

Press [ENTER]

The next screen gives you 14 titles. Read the list of 14 titles to find the title that matches the one found in CIJE.

d) Periodical titles have an asterisk (*) beside their line numbers.

Type the line number and then [ENTER]

Note the call number and library location at the beginning of the information.

18. What is the call number? _____

19. In which library can you find this periodical? _____

Following the library location is a statement of which volumes the library has and an indication of the years these volumes cover. A dash indicates that the library is still receiving the periodical.

20. Do we have the volume and year you require? _____

e) To end your search type [e] and [ENTER].

If you would like to read the entire periodical article, you can use the call number of the periodical title that you just located in the Online Catalogue to look in the periodical stacks on the second floor of the Education Library. Select the correct volume of the periodical from the shelf and turn to the pages that were indicated in the index.

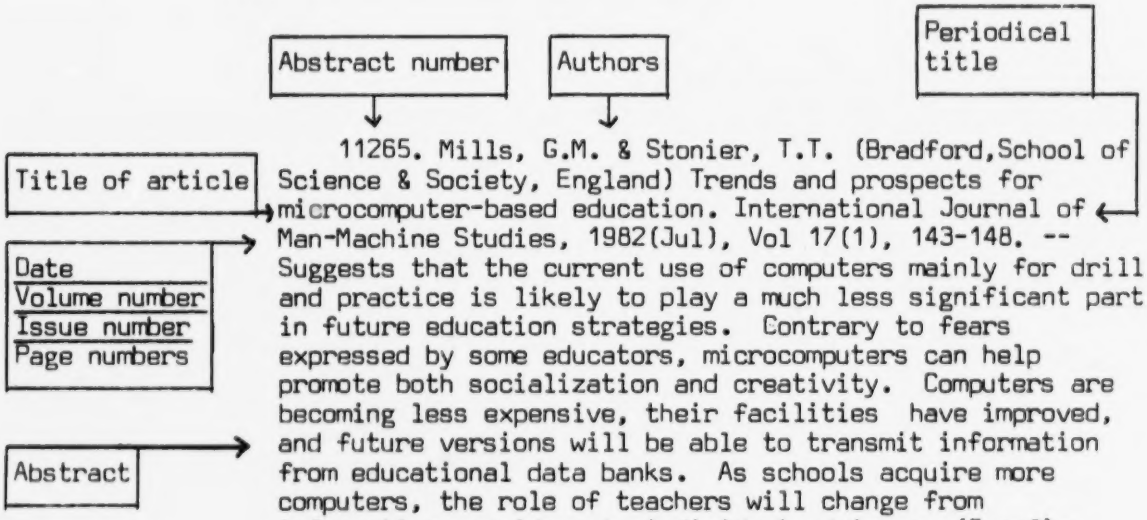
4. Psychological Abstracts (BF 1 P976 Education Reference - Index Tables)

Another more specialized periodical index is Psychological Abstracts, which lists and describes articles, books, dissertations and reports in psychology and related topics. In addition to a thesaurus of subject headings, each volume of Psychological Abstracts comes in two parts - the Abstracts and the Index.

Begin by looking in the **Subject Index volume** for a given year. For example, look in the Subject Index, Volume 68, 1982, under the subject heading **computer assisted instruction** and find the following reference:

future potential of microcomputer as information providers in education, 11265

The number at the end of each reference refers to the abstract number in the Abstracts, Volume 68, 1982, Abst. 6924-13853. Look in the Abstracts volume to find the full reference as follows:



11265. Mills, G.M. & Stonier, T.T. (Bradford,School of Science & Society, England) Trends and prospects for microcomputer-based education. International Journal of Man-Machine Studies, 1982(Jul), Vol 17(1), 143-148. -- Suggests that the current use of computers mainly for drill and practice is likely to play a much less significant part in future education strategies. Contrary to fears expressed by some educators, microcomputers can help promote both socialization and creativity. Computers are becoming less expensive, their facilities have improved, and future versions will be able to transmit information from educational data banks. As schools acquire more computers, the role of teachers will change from information providers to individual advisors. (5 ref)-- Journal abstract.

If you wish to read the full article, look up the call number of the periodical International Journal of Man-Machine Studies in the Online Catalogue, and then locate the issue you require on the periodical shelves in the appropriate library.

Periodical indexes are an invaluable research tool for finding specific and current information on a variety of subjects. Most scholarly journal articles also provide bibliographies at the end and these are also a useful aid to research.

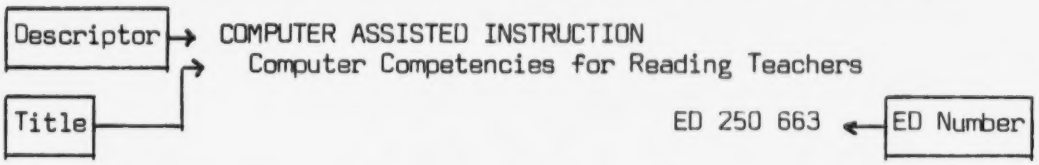
Although periodical indexes will tell you everything published in a variety of periodicals, it is important to remember that they tell you WHAT IS PUBLISHED on a topic but not necessarily WHAT THE UNIVERSITY OF ALBERTA collects in the way of periodical subscriptions. We do have an extensive periodical collection at the University of Alberta, but be prepared to find that we do not collect all the periodical titles covered in the periodical indexes you use in the library. The Online Catalogue tells you which periodical titles are currently being subscribed to.

F. Finding Research Reports : **ERIC/Resources in Education (RIE)**

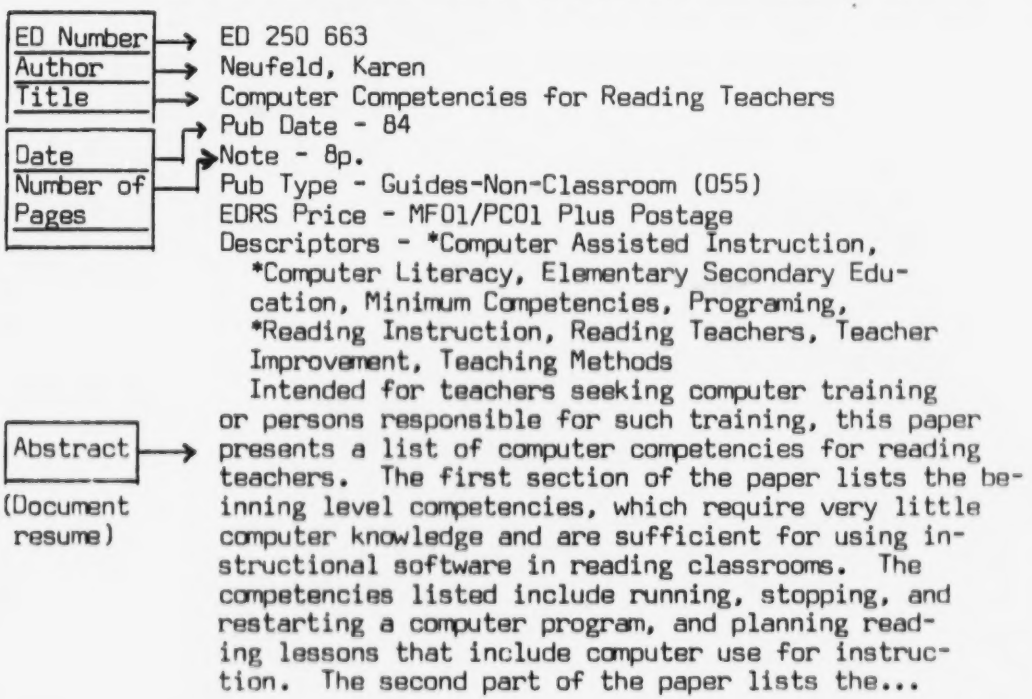
ERIC (Educational Resources Information Centre) was created in 1966 by the U.S. Office of Education. It is a national information system which provides ready access to the literature of education.

Resources in Education (RIE) (L 11 Z9 R431 Education Reference - Index Tables) lists and provides abstracts of educational documents (e.g. research papers, speeches, papers at conferences, etc.) which are generally not published in other sources. The library collects these documents on microfiche.

Look in the bound paper **ERIC Resources in Education (RIE) Index** volumes under the appropriate subject heading(s). For example, look in the RIE INDEX Jan-June 1985 under the subject heading **COMPUTER ASSISTED INSTRUCTION**, and find the following reference:



Each title has an ED number (e.g. ED 250 663).
Using the ED number look in the corresponding document resume volume of the RIE series and find the following abstract. (You would find ED 250 663 in the volume labeled Vol. 20 1985 ED 250 440---253 642.


ED Number
Author
Title
Date
Number of Pages
ED 250 663
Neufeld, Karen
Computer Competencies for Reading Teachers
Pub Date - 84
Note - 8p.
Pub Type - Guides-Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage
Descriptors - *Computer Assisted Instruction, *Computer Literacy, Elementary Secondary Education, Minimum Competencies, Programing, *Reading Instruction, Reading Teachers, Teacher Improvement, Teaching Methods
Abstract
(Document resume)
Intended for teachers seeking computer training or persons responsible for such training, this paper presents a list of computer competencies for reading teachers. The first section of the paper lists the beginning level competencies, which require very little computer knowledge and are sufficient for using instructional software in reading classrooms. The competencies listed include running, stopping, and restarting a computer program, and planning reading lessons that include computer use for instruction. The second part of the paper lists the...

Now use the RIE Index January-June 1986 to find reports on our sample research topic. Look under the heading **COMPUTER SOFTWARE** and locate the report on "booting up".

21. **Write down the title and the ED number of the report you have chosen.**

_____

_____

_____

_____

Choose the volume of document resumes that corresponds to the information you found in the January-June 1986 (Vol. 21) Index and find an abstract of the report you chose.

22. **What is the name of the author of the report?** (If no author is given, write "No Author").

_____

Want to read the whole document? Take the ED number to the Micromaterials Room on the main floor of the Education Library. Here you will find cabinets in the center of the room which contain microfiche of the ERIC documents arranged by ED number. Pull the microfiche that you need. Use the microfiche readers and microcopiers located in the Micromaterials Room to read the ERIC documents and/or to make paper copies of them.

G. Compiling a Bibliography : **Style Manuals**

Style manuals simply prescribe a format for writing bibliographies, papers, or articles. For each research paper that you write, you will have to append a bibliography of the books and periodical articles which you have consulted. If you want to put a reference (a) from the Education Index into the bibliographic format (b) as prescribed by the style manual, Publication Manual of the American Psychological Association, the following would be correct:

a) This is the format for a reference to a journal article in the Education Index:

Impact of changing computer resources on educational institutions and computer-based educational training programs. J. F. Huntington. bibl il Educ Tech 21:55-9 O '81

b) This is how the same reference appears when rewritten in the format prescribed by the Publication Manual of the American Psychological Association:

Huntington, J. F. (1981). Impact of changing computer resources on educational institutions and computer-based education training programs. Educational Technology, 21, 55-59.

Here is a different reference from the Education Index.

The giant inch : and other Logo programs for math class. T. S. Ary. Classr Comput Learn 75:57-9 Apr '87

23. **Rewrite the above reference in the format prescribed for journal articles in a bibliography in the Publication Manual of the American Psychological Association (PE 1475 A52 1983) shelved in the Reference stacks on the main floor of the Education Library. Follow example 1 on page 120.** Recheck your written entry for accuracy in punctuation, underlining, indention, etc.

_____

_____

_____

_____

Go downstairs to the Curriculum Library to complete the next section of your workbook.

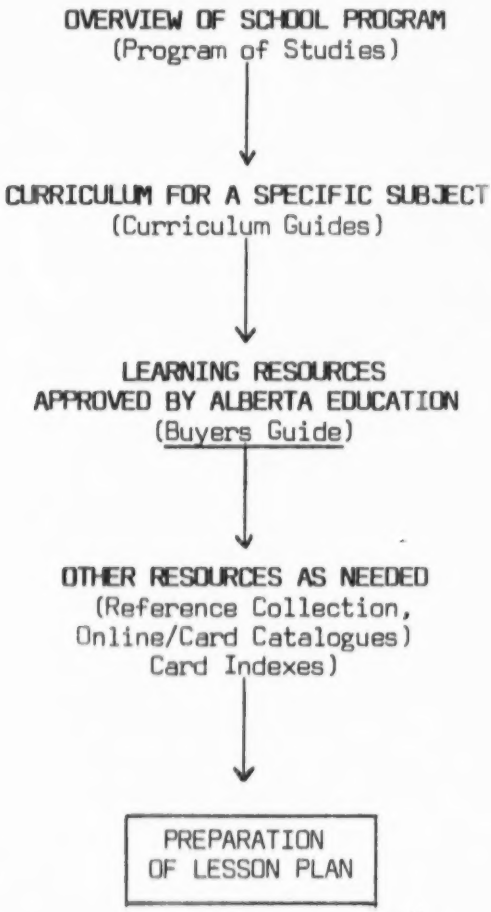
IV. RESEARCH FOR DEVELOPING LESSON PLANS

The Curriculum Library houses learning resources that support kindergarten through grade twelve instructional programs in Alberta.

When you are planning lessons as part of your student teaching experience, you will want to make full use of the print and audiovisual learning resources available to you in the Curriculum Library.

The following schematic diagram outlines a search strategy to use when identifying and gathering materials for your lesson plans.

A. Lesson Plan Development Strategy: **Schematic Diagram**



B. Choosing a **Topic**

The following search strategy is designed to acquaint you with various tools you would consult in the Curriculum Library if you were planning lessons for computer literacy classes at the secondary level.

C. **Program of Studies**

The Programs of Studies prescribe course content and list the goals and objectives for each course approved by the Alberta Minister of Education. There is a Program of Studies available at the elementary, junior high, and senior high school levels.

If you are preparing lesson plans to teach computer literacy at the senior high level, you will need a copy of the **Program of Studies for Senior High Schools** to find an outline of Computer Literacy 10.

Locate the **Subject Index** which provides partial call numbers for Programs of Studies and curriculum guides. Copies of the Subject Index are located on top of the Curriculum Guides cabinets near the Curriculum Information Desk. (See your floor plan.) Look under the subject **program of studies (secondary)** to find the partial call number for the **Program of Studies for Senior High Schools**.

24. **Write down the partial call number that is given for the subject program of studies (secondary).**

_____

Using the above call number, take a copy of the Program of Studies for Senior High Schools from the cabinets. Open it to the section that outlines **Computer Literacy 10.** You will find that the computer literacy program is designed to achieve eight **major goals.**

25. **Write down one of the major goals.**

_____

_____

_____

_____

Once you have become familiar with the general overview of the computer literacy program, you will then want more detailed information concerning Computer Literacy 10 which will be found in the Computer Literacy 10 curriculum guide.

D. Curriculum Guides

Curriculum guides are publications that offer a more detailed look at course content than the Programs of Studies. In addition, curriculum guides may include student resource materials, teaching methods, evaluation techniques, and the underlying theory or philosophy of education. The Curriculum Library collects curriculum guides (both current and historical ones) issued by the Province of Alberta. It also collects selected guides issued by other Canadian provinces and foreign institutions.

Curriculum guides currently in use in the Province of Alberta are kept together in call number order. To locate a curriculum guide, once again you would use the **Subject Index** to curriculum guides.

26. Write down the partial call number for computer literacy curriculum guides.

_____

Using the above call number, take a copy of the **Computer Literacy 10** curriculum guide for grades 10-12 from the cabinet. When you consult the curriculum guide you will find that the program consists of mandatory core and elective components. The **core components** are outlined on pages 12-23.

27. Write down one of the core components for Computer Literacy 10.

_____

_____

Although many curriculum guides include lists of approved learning resources, you should consult the Buyers Guide which contains a current list of approved learning resources for the Province of Alberta.

E. **Buyers Guide**

A published list of learning resources, which have been approved by the Minister of Education for use in Alberta schools, is available at the Information Desk in the Curriculum Library. The Learning Resources Distributing Centre's **Buyers Guide** provides a more up-to-date list of basic and recommended resources than some of the curriculum guides provide.

Basic learning resources are those which have been approved as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses, as outlined in the provincial Programs of Studies.

Recommended learning resources are those which have been approved because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses as outlined in the provincial Programs of Studies.

Consult the **Buyers Guide** to find the titles of basic learning resources for Computer Literacy 10. Use the index page for **senior high learning resources** to find the appropriate page number for **Computer Literacy.**

You will find that several textbooks have been approved as **basic** learning resources for Computer Literacy 10.

28. **Write down the title of one learning resource which is designated as basic and is currently available for purchase from the Learning Resources Distributing Centre.**

_____

The call numbers of basic and recommended learning resources available in the Curriculum Library are handwritten beside the titles for your convenience.

29. **Write down the call number for the basic learning resource you selected.**

_____

In addition to the learning resources authorized by Alberta Education, you will probably want to include other resources in your lesson plans. For example, you may want to examine reference materials that students and teachers might consult in their school libraries.

GO TO THE
CURRICULUM REFERENCE
COLLECTION
(See your map)

F. Other Resources

1. Curriculum Reference Collection

The Curriculum reference collection has two major functions:

1. It makes available for close examination samples of general and specialized encyclopedias, dictionaries and atlases that would be useful in school libraries.

2. It provides bibliographies and indexes which suggest titles of books and other learning materials that could be used in teaching.

Any prospective teacher will want to browse through the reference collection to develop a working familiarity with juvenile learning resources. Faculty of Education students are encouraged to evaluate such materials to determine their usefulness, their strengths and weaknesses, and their cost effectiveness.

If you are preparing lesson plans for Computer Literacy 10 classes, you may want to consult a general encyclopedia for background information on computers.

Juvenile Encyclopedias

An example of a current, general encyclopedia is **The World Book Encyclopedia.** The encyclopedia is curriculum oriented. It is produced to meet the reference and leisure informational needs of students from grade four through high school and is also an excellent source for adults.

The World Book Encyclopedia, is filed by title at the beginning of the Curriculum Reference Collection.

Locate the article entitled **COMPUTER** in **The World Book Encyclopedia,** volume 4. The article provides information about the uses of a computer, programming a computer, and other topics. Also, various **"computer terms"** are defined on the second page of the computer article.

30. **Find and write down the definition for the computer term "network".**

_____

_____

The next section will introduce you to finding resources that are appropriate for use in schools by using the Online Catalogue.

2. Online Catalogue

The Online Catalogue can be used to identify many print and audiovisual learning resources available in the Curriculum Library.

You will often use subject headings with subdivisions to identify learning resources which are designed for use in schools:

computer literacy juvenile literature
computer literacy study and teaching elementary
computer literacy juvenile films
computer literacy juvenile software

You may want to find a computer program on computer graphics in addition to pictures to use as other learning resources in your computer literacy lesson plans. In that case you will want to do a **subject search** using the **Online Catalogue.**

a) Locate an Online Catalogue terminal.

b) Type [3] and then [ENTER] to search subjects.

c) Type the following search term, spelled and spaced exactly as shown below, to find the subject heading **computer graphics** with the subdivision **juvenile software**

computer graphics juvenile software

Press [ENTER]

The next screen displays 14 subject headings. If the computer finds an exact match to what you have typed it will appear at line number 2.

d) Type [2] and then [ENTER].

You now see the **short** information concerning learning resources available under the subject **computer graphics juvenile software.** The **short** information usually includes: the author's name; the title of the computer program; the format statement, **<machine-readable file>;** and the publication date.

Select a resource from this list that is of interest to you and type its line number. You will now see the **long,** or complete, information about the resource you have selected.

31. **Write down the call number for the computer program you selected.**

_____

32. **Write down the location code for the computer program you selected.**

_____

33. **Write down the title for the computer program you selected.**

_____

34. **Write down the author of the computer program you selected.**

_____
(If no author is given, write "No Author".)

Many older books and audio visual learning resources are still listed in the Card Catalogue. If you are researching a lesson plan in which the currency of the information is not important you may want to use the Card Catalogue in order to locate older materials.

Two card indexes may also be of interest to you. One is an index to pictures and the other to recorded music and poetry available in the Curriculum Library.

3. **Card Indexes**

The Curriculum Library has two card indexes which you will find useful when planning lessons: the **Picture Index** and the **Music and Poetry Index.**

The **Picture Index** refers you to part of a picture set in the same way that an index in a book refers you to a part of that book. For example, if you check the **Picture Index** under the subject "bears", you will find:

	BEARS
Number	Title
QL 49 A445 1983 CV	Animals
QH 81 I34 1967 CV	In the fall
A-514	Panda bear
A-690	Polar bears on spring outing

The top two sets of pictures would include at least one picture of a bear.

The code CV following the call number stands for the location Curriculum Audiovisual.

The **Picture Index** also refers you to pictures in the Miscellaneous Picture file. A-514 and A-690 are call numbers for miscellaneous pictures.

You may want to use pictures of computer terminals to illustrate the topic in your computer literacy lesson plans.

Go to the **Picture Index** which is near the Curriculum Information Desk. Look under the subject **computer terminals** to find a picture or set of pictures on your topic.

35. **Write down the call number for a picture or set of pictures available on this topic.**

_____

36. **Write down the title for the picture or set of pictures you selected.**

_____

V. BORROWING LIBRARY MATERIALS

Materials from both the Education and the Curriculum collections can be borrowed from the Circulation Desk on the main floor of the Herbert T. Coutts Library. Notify the staff at the Circulation Desk if you have lost library materials or if you have questions about library fines.

A. Loan Periods

Undergraduate students are entitled to a two week loan period for Education books. Graduate students are entitled to six week loans and faculty members to EOT or End of Term loans (material is due on April 30). Curriculum materials circulate for one week to all borrowers.

There are some library materials that do not circulate. Reference books, periodicals, and any material marked "library use only" does not go out on loan.

B. Library Fines

Borrowers are charged 50¢/day for overdue materials. When material is twenty-one days overdue library privileges are suspended. Fines from the Reserve Room are higher as the material is in demand.

C. Reserves/Recalls/Searches

Library materials that have been signed out for more than two weeks (6 week or EOT loans) may be recalled after the borrower has had the material for two weeks. You may do this by asking at the Circulation Desk. You may also reserve library materials so that you will be next to get the item after it has been returned. If you cannot find the material you need on the shelf and it is not listed on the Items-on-Loan microfiche a search may also be placed at the Circulation Desk.

D. Reserve Room

The Reserve Room is located next to the entrance on the main floor of the Herbert T. Coutts Library. It holds high demand materials, usually placed on reserve by professors for specific courses. Loan periods are restricted and fines are heavy. All items borrowed from the Reserve Room must be returned there. Card catalogues for the Reserve Room are located near the Reserve Room counter. Reserve Room materials are listed in these card catalogues by course number and instructor or alphabetically by author. Reserve Room staff require the complete call number to locate material.

E. Items-on-Loan Microfiche

When you have checked the shelves for a particular book or audiovisual item and there are no copies available for you to borrow you should check the **Items-on-Loan Microfiche.** The Items-on-Loan microfiche is located at the Circulation Desk and adjacent to both the Education and Curriculum Information Desks. It lists by **call number** all of the items borrowed from campus libraries and is updated daily, Monday through Friday.

Depending upon what the Items-on-Loan microfiche indicates you may want to reserve, recall or have searches placed on the library materials you could not locate on the shelf.

Sample Items-on-Loan Microfiche:

	2. LC	CALL NUMBER	3. COPY	4. STATUS	5. DUE	6. PERIOD	7. AUTHOR/TITLE
	CV	GV-1507-W8-E19-1986	01	03JUN	JUN10	1 WK	ECKERT-RICHARD
1.	CL	F-5673-C5	07	21AUG	RES-E		CLARK-LOVELL
Location	ED	F-5772-A34-1975	01	01APR	APR30	EOT	ALBERTA AT THE
Codes	ED	GV-0197-D3M98-1980	01	15JUN	JUN29	2 WK	MUSSELMAN-VIRGINIA
	ED	GV-0436-S124-1976	03	10MAY	JUN21	6 WK	SAFRIT-MARGARET

The information on the Items-on-Loan fiche would be interpreted as follows:

1. Location Codes: Two letter codes which indicate the library from which the material was borrowed.

2. Call Number: The fiche is arranged in call number order. This is the same call number you will find when searching the Online Catalogue.

3. Copy Number: The number of the copy which has been borrowed. There may be numerous copies of a book in the various libraries on campus.

4. Status: Indicates the date on which the material was loaned. Will also indicate whether the material has been returned, or whether it is known to be lost.

5. Due date: Indicates the date on which the material is due back in the library. It also indicates whether the item has been signed out to the Education Reserve Room (RES-E).

6. Loan Periods: Specifies the length of time that the material is signed out by the borrower.

Remember that you can place reserves or recalls on library materials that are out to other borrowers.

Look on the Items-on-Loan Microfiche to locate the call number, LB 1028 M47 1984, for James H. McMillan's book: Research in Education : A Conceptual Introduction.

37. On what date was copy 1 of this book lent?

_____

VI. CONCLUDING REMARKS

Do you feel that you have learned enough about the collections and services of the Herbert T. Coutts Library? Do you feel confident about your ability to locate library resources on specific topics?

***** Please fill out the evaluation and comments sheet (the very last page of your workbook) and hand in your library workbook to your Ed Practicum 251 instructor.

Good luck in doing research and REMEMBER that you can always ask for help at an INFORMATION DESK.

LIBRARY WORKBOOK EVALUATION

Please complete this evaluation after doing your library workbook. For each question below circle your choice. (Space for comments is provided at the end of this questionnaire.)

1. What is your overall evaluation of the library workbook?

Poor 1 2 3 4 5 Excellent

2. Did you feel that information was clearly presented in the workbook?

Definitely No 1 2 3 4 5 Definitely Yes

3. The level of material presented was:

Too simple 1 2 3 4 5 Too advanced

4. How much of the information presented was new to you?

All 1 2 3 4 5 None

5. The amount of information presented about the library was:

Too little 1 2 3 4 5 Too much

6. Did you find the library workbook to be a useful learning tool?

Useless 1 2 3 4 5 Very useful

7. How useful do you think this information will be in completing your course work?

Useless 1 2 3 4 5 Very Useful

8. How long did it take you to complete your workbook? (Estimate to the nearest half hour.)

_____

COMMENTS: _____

_____

_____

_____

Answer Key : "A" Computers, Secondary

1. Whatever understanding, skills and attitudes one needs to function effectively within a given social role that directly or indirectly involves computers.

2.-6. Any title on Computer Managed instruction.

7. The giant inch : and other Logo programs for math class.

8. Classroom Computer Learning

9. 7

10. 57-59

11. April 1987

12. T. S. Ary

13. Use Computer assisted instruction

14. Journal of Learning Disabilities

15. Feb. '87

16. EJ 350 864

17. words practiced, words never practiced, reading speed, reading accuracy (only one of four responses required)

18. LB 1134 J86

19. EDUC PR or Education

20. Yes

21. Booting up : a computer-assisted bibliography. An annotated list of educational computer software for youth and adult literacy programs ED 260 180

22. Maryann Marrapodi

23. Ary, T. S. (1987) The giant inch : and other Logo programs for math class. Classroom Computer Learning, 75, 57-59

24. LB 1629.5

25. Any one of the following:

1. To develop student understanding of basic computer operations and terminology.
2. To develop an appreciation of the technological development of computer systems.
3. To develop skills, attitudes and interests which facilitate the use of computer systems.
4. To have students appreciate that effective problem-solving with computer systems requires the application of logical thought processes and develop the skills required for a holistic, systematic approach to problem-solving.
5. To have students appraise the applications, limitations and capabilities of computer systems.
6. To promote a greater understanding and increase utilization of computer technology in other subject areas.
7. To have students assess the current and potential impact of computer systems on society.
8. To develop skills, attitudes and interests that will facilitate adaptation to changes in the workplace due to computer technological developments.

26. QA 76.9

27. Any one of the following:

computer systems,
computer operations,
computer programming,
computer applications,
societal impact of computers,
computer and information processing careers.

28.-29. Any one of the following:

Computers Today by D.H. Sanders, McGraw-Hill (2nd Edition 1985) [ISBN:0070547017].....	30.75	QA.76 S218 1985
(New edition under review) Programming in BASIC: A Complete Course (Modules 8-10) by M. McRitchie, Holt (1982) [ISBN:0039201481].....	25.05	QA.76.73 B3 M47 1982
World of Computers and Information Processing by R. Kelley, John Wiley (1982) [ISBN:0471799173].....	24.85	QA.76 K29 1982
Introduction to Computers and Data Processing by Shelly & Cashman, Nelson (1980) [ISBN:0882361155].....	33.55	QA.76 S54 1980

30. Network is a system consisting of two or more computers connected by high-speed communication lines.

31.-34. Any title on Computer graphics - Juvenile software.

35. HF 5548.2 C7382

36. Computers in the retail trade.

37. 09 Dec 86

Answer Key : "B" Movement Education

1. 1) movement education, 2) sports skills and games, 3) dance, 4) stunts, tumbling and apparatus activities, and 5) exercises.

2.-6. Any title on Movement education Alberta

7. The evaluation of human movement.

8. Elements

9. 16

10. 8-9

11. Fall 1984

12. Graham Fishburne

13. Use Physical fitness

14. Journal of Physical Education, Recreation and Dance

15. January 1987

16. EJ 348 304

17. grades 4, 5, 6

18. GV 201 A512

19. Educ Pr or Education

20. Yes

21. How fit are elementary children in grades 2 - 4? ED 256 515

22. Johanna K. Lemlech

23. Fishburne, Graham. "The evaluation of human movement." Elements 16, no.1 (1984):8-9.

24. LB 1564

25. 1. Body awareness; 2. Space awareness; 3. Effort; 4. Relationship

26. GV 225

27. Sending, receiving and retaining skills, footwork, agility and body co-ordination, and elements of offence and defence.

28.-29. Any one of the following:

Basketball Type Games: Calgary Board of Education by P. Carlton, CAHPER (1980) [S0661]	8.25	GV 885 C15 1978
Floor Hockey Type Games: Calgary Board of Education by P. Carlton, CAHPER (1980) [S0662]	8.25	GV 1017 I53 F634 198[illegible]
Gymnastics, A Movement Approach: Calgary Board of Education, CAHPER [S0658]	10.05	GV 464.5 C15 198[illegible]
Hand Paddle and Racquet Type Games: Calgary Board of Education by P. Carlton CAHPER (1980) [S0663]	~~6.95~~	GV 1017 H2 C15 3.95
Relay Games: Calgary Board of Education by P. Carlton, CAHPER (1980) [S0664]	5.45	GV 1066 R38 1980
Track and Field in the Elementary School: Calgary Board of Education by P. Carlton, CAHPER (1980) [S0660]	8.25	GV 1060.5 T528 1980
Volleyball Type Games: Calgary Board of Education by P. Carlton, CAHPER (1980) [S0665]	5.50	GV 1017 V6 C15 1978

(More than 20 titles are listed as "basic", these are only the first 7.)

30. Any one of the following:

Bronco Tag
Fox and Geese
Elbow Tag
Squirrel in the Tree
Chain Tag
Crows and Cranes
Last Couple Out
Steal the Bacon
Streets and Alleys

31.-34. Any title on Soccer - Juvenile films

35. V-83

36. Winding up to pitch.

37. 02 Jan 87

Answer Key : "C" Peace Education

1. 1. Information about the human community
   2. causes of war
   3. consequences of war
   4. work of peace movements
   5. disarmament possibilities
   6. nonviolent culture

2-6. Any title on peace-study and teaching.

7. Peace education and the schools : what can we learn from history.

8. History and Social Science Teacher

9. 20

10. 33-41

11. Spring 1985

12. Ken Osborne

13. Use Disarmament

14. Camping Magazine

15. Sept.-Oct. 1986

16. EJ 346 041

17. 11 ways

18. SK 601 C19

19. EDUC PR or Education

20. Yes

21. The international politics of peace education : the conflict between deterrence and disarmament.
ED 252 466

22. Jack Conrad Willers

23. Osborne, Ken. (1985). Peace education and the schools : what can we learn from history? History and Social Sciences Teacher, 20, 33-41

24. LB 1629.5

25. Any one of the following:

Development of understanding of distinctive human values.
Development of competencies in processes of value analysis, decision-making, and moral reasoning.
Development of positive attitudes toward self, others and the environment.

26. H 69

27. Co-operation and conflict among states.

28.-29. Any one of the following:

Topic B
Modern Perspectives (See Topic A) D 208 M68 1979

Opposing Viewpoints Series

The Arms Race by D.L. Bender, Fitzhenry (1982) [ISBN:0899083145].....	7.75	JX.1974.7 A74 1982
The Vietnam War by D.L. Bender, Fitzhenry (1984) [ISBN:0889083242].....	9.25	DS.558.2 V66 1984
Internationalism by B. Leone, Fitzhenry (1978) [ISBN:0899086586].....(limited quantity - out of print)	~~8.35~~ 4.75	JC 362 I59 1978
The Middle East by B. Leone, Fitzhenry (1982) [ISBN:0899083153].....(limited quantity - out of print)	7.75	DS.63.1 M646 1982
War and Human Nature by D.L. Bender, Fitzhenry (1983) [ISBN:0899083161].....	7.75	U.196 B45 1983
Nineteenth Century Nationalism: The "Old" and the "New" (Pamphlet) by B. Leone, Fitzhenry (1978) [S2259]...	2.25	HM.201 N72 1978

(More than 10 titles are listed as "basic", these are only the first 7.)

30. General Assembly, Security Council, Secretariat, Economic and Social Council, International Court of Justice, and Trusteeship Council

31.-34. Any title on Political games - Computer programs

35. R-150

36. New York City

37. 18 Aug 86

Answer Key : "D" Computers, Elementary

1. Set policies for planning to ensure that decisions to use technology are made within the context of overall school improvement strategies.

2.-6. Any title on Computers and children.

7. The computer's personna : evaluating the teacher in the box.

8. Educational Technology

9. 26

10. 17-20

11. Dec. '86

12. A. S. Horning

13. Use Computer uses in education

14. System

15. 1986

16. EJ 350 920

17. spelling, repetition, spoken discourse, games, map work

18. P 51 S99

19. EDUC PR or Education

20. Yes

21. Lost at sea : survival manual on microcomputers.
ED 261 512

22. Barry Ankney

23. Perrault, H. (1985). Evaluate software like any other educational resource. Journal of Business Education, 60, 257-259

24. LB 1564

25. Any one of the following:

How Computers Do Their Work
How To Use A Computer
How To Make Computers Work For You
How Computers Are Used and What They Can and Cannot Do
How Computers Affect Our Society

26. QA 76.9

27. Awareness

28.-29. Any one of the following:

Computers by Karen Jacobsen, Nelson (1982) [ISBN:0516016172].....	14.90	QA 76.23 J17 1982
Elementary Computer Literacy Discrete Teaching Unit by J. Woloszyn, Alberta Education (1983) [S0200].....	4.75	QA 76.52 W86 1983
Elementary Computer Literacy Integrated Teaching Unit by P. Redhead, Alberta Education (1983) [S0199].....	4.75	QA 76.52 R32 1983
Implementing Computer Literacy Program In Schools Manual by F. Brenault, Alberta Education (1983) [S0079].....	1.40	LB 1028.4 I34 1983
My Friend, The Computer by J. Rice, T.S. Denison & Co. (1981) [S1096]..... .....(limited quantity - out of print)	4.00	QA 76.23 R49 1981
My Friend, The Computer, Teacher's Guide by J. Rice, T.S. Denison & Co. (1981) [S1101]..... .....(limited quantity - out of print)	16.30	QA 76 23 R49 1981
The Tomorrow City by M. Hughes, General (Reprint 1982) [ISBN:0041622420].....	2.85	P2.7 H8897 T66 1979
The Turtle's Sourcebook by D. Bearden, Prentice Hall (1983) [ISBN:0835978907]..	26.95	QA 76.73 L63 B364 198

30. The Information Age

31.-34. Any title on Computer drawing - Juvenile software.

35. HF 5548.2 C783

36. Computers in the office

37. 09 Dec 86